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ABSTRACT

A community school funded by ESEA Title III and the Mott Foundation from 1970 through August 1973 is described in the booklet. Serving as the vehicle to bring about greater community involvement and participation, the school provides a program of education for people of all ages by utilizing the facilities and programs of the public school and the community. The majority of the 1800 students per week live in south Phoenix, and reflect the ethnic and racial balance of the community. Four programs meet the needs of people by offering adult education and G. E. D. preparation and testing programs, college and university extension courses, informal general interest activities, and community forums. A full time director and secretary and 90 part-time personnel consisting of certified instructors, agency people, community residents, and supplementary personnel comprise the school staff. The overall operation of the school is formally evaluated once a year focusing on how well the goals and objectives are carried out, and informally evaluated throughout the year. Two significant changes since the project first began center on the use of the school facilities and increase in the number of people who are attending activities at the school. (SJM)

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PROFILE OF AN ARIZONA COMMUNITY HIGH SCHOOL

AN ESEA TITLE III PROJECT

CONDUCTED BY THE

PHOENIX UNION HIGH SCHOOL DISTRICT

SOUTH MOUNTAIN HIGH SCHOOL

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1. The Community School Concept

A major problem confronting many urban school districts today is the lack of community involvement in utilizing the school to assist in solving community problems. In order to motivate the public to again think of the school as a community center, the community school attempts to serve as the vehicle which will bring about a greater community involvement and participation in the school. The community school concept is based upon the fundamental premise that the public schools belong to the people. The community school is simply a means of bringing the school closer to the life of the community and citizens closer to the school and its extended resources.

The community school provides a program of education for people of all ages, utilizing not only the existing facilities and the programs of the public school, but other community facilities as well. The community centered school which is the catalyst for bringing about community education serves the purposes of academic and vocational skill development for children, youth, and adults; supplies remedial and supplemental educational needs; furnishes meeting places for social and civic groups; and, provides a forum for the discussion of school and community problems. Schools which stay open in the morning, afternoon, and evening through twelve months of the year with activities and programs designed to meet the needs and wants of the community are community schools. Inherent in this concept is the fact that the Community School is the community's school.

In Phoenix and throughout Arizona the community school concept is being adopted by a growing number of school districts. This means that the taxpayers are getting more use from their schools and that the schools are becoming more of a means for putting the ideas, wants, and needs of the people back into the education system which serves them. To this extent, some of the goals of a community school are to bring about a unified community interested in and stimulated to help develop the best possible total educational program for the people of the area; to help reinforce community identity, cohesiveness, and pride; to develop the individuals potential for learning to the maximum; and, to increase group involvement in those civic activities which will benefit the school, the community, and the people.

2. The Community and the School

HISTORY

When South Mountain High School was built in 1953, the area south of the Salt River was not part of the City of Phoenix. When it was incorporated into the City about seven years later, there was considerable resistance, and some resentment still exists among some of the long-time residents of the area. Prior to the construction of South Mountain High School, most students attended the Phoenix Union High School or the Negro Carver High School. During the years from 1953 to 1972, south Phoenix has changed from a predominantly rural area to an urban area where some sections have the characteristics and problems of an inner city environment. There are still some rural fringe areas and operating farms in the vicinity of the school. Population is still growing rapidly. The influx of minority groups has been particularly evident within the past ten years. The community served by South Mountain High School continues to feel that it is a separate and distinct community It has its own newspapers, civic clubs, and community agencies. There is a civic pride on the part of many residents as they work to improve the area. However, there are some serious problems

in the community. The rapid growth and the diversity of population has created tensions and misunderstandings in the community and there has been a corresponding increase in problems at the high school.

CONSTITUENCY OF THE COMMUNITY

The area encompassed by South Mountain High School boundaries contains a highly diversified population. There are many people who are very poor and many of average income. There are also some with above average incomes. The total population of the area is estimated to be approximately 75,000 and growing. The community is almost racially balanced with 30 per cent Anglo, 30 per cent Black, and 30 per cent Mexican American. Indian and Oriental are included in the other 10 per cent of the population composition. The composition of the student body of the high school reflects the ethnic and racial balance of the community.

GEOGRAPHICAL AREA SERVED

South Mountain High School has a daily enrollment of approximately 3000 students from 7:00 A.M. to 4:00 P.M. and 1800 students per week in the community school program, which is held in the late afternoon and the evening. The school serves an area of sixty square miles which is also the target area for the community school. It is a large and diverse area, and new developments are constantly adding homes and more people. Approximately ninety per cent of the participants in the community school program come from south Phoenix, while the remaining ten per cent come from other areas of Phoenix and nearby cities and towns. People who attend classes and activities at the community school range in age from elementary school students to senior citizens, the oldest ever registered being 82 years old. The racial and ethnic composition of the participants and instructors generally reflects the balance of the community population as well as that of the high school student body. The people who attend the community school come for many reasons. The community school attempts to meet the various interests of the people by offering a broad range of subject areas and activities from which to choose. The Phoenix Union High School District does not own or operate bus service, and the lack of public transportation probably reduces participation in the community school.

3. Origination of the Community School Project

In October 1969, the staff of the Southwest Regional Center For Community School Development at Arizona State University presented the community school concept to the Board of Education of the Phoenix Union High School District, agency representatives, and patrons of the Phoenix Union High School District. The possibility of ESEA Title III funds for the implementation of a community education program was discussed by Phoenix Union High School District staff members. The representatives of the Maryvale and South Mountain communities who were present at the meeting were informed that it would require a strong showing of local community support if the community school concept was to be implemented in one of the schools. The final determination of which school would eventually be designated a community school would, in large part, be determined by the measure of community enthusiasm and support.

By December 1969, interest in a community school at South Mountain High School had been sufficiently developed so that 120 residents of the community attended a meeting with representatives of the Southwest Regional Center For Community School Development and

the Phoenix Union High School District staff. At this meeting, a film entitled "To Touch A Child" was shown and a general discussion regarding community education was held. Following this discussion, the group decided to form the South Mountain Community School Development Committee. The nucleus of this committee came from a larger organization known as the South Mountain High School Citizens Advisory Council. To the members of the Community School Development Committee it appeared that the educational, cultural, and recreational needs and wants of south Phoenix could be met, in part, by the program of a community school. It should also be noted that prior to and after the December meeting, representatives of the Southwest Regional Center For Community School Development spoke to various groups in the community and had received enthusiastic support from the majority of organizations which were contacted.

Following the December meeting, the South Mountain Community School Development Committee met on a regular basis. The group divided into sub-committees in order to define community needs which could be fulfilled by the community school and to suggest programs which would be able to meet the needs of people of all ages and circumstances. Together with representatives of the Southwest Regional Center For Community School Development and the Phoenix Union High School District, members of the Community School Development Committee worked on and developed a proposal to seek funding for the community school under ESEA Title III. Completing their work in the spring of 1970, the Committee submitted the proposal to Washington, D.C. and the document was approved during the summer. Once word was received that the proposal had been approved, the Community School Development Committee continued to work in the community, in order to further ascertain what direction the community school program should take as well as to continue publicizing the community school concept. Once funds were received by the State of Arizona ESEA Title III office and were transferred to Phoenix Union High School District, the next step in the implementation of the community school program was to take place; the recruiting for and the selection of a Community School Director whose job would be to provide the administrative leadership for the Community School.

4. Selection of a Community School Director

With the approval of funding for the community school project, the staffs of the Southwest Regional Center for Community School Development and the Phoenix Union High School District, together with represenatives from the Community School Development Committee, designed a job description for the Community School Director. The job description contained a general statement of the responsibilities of the Community School Director along with a listing of the major duties that the director was to accomplish. In addition, a list of qualifications was determined which included such topics as general knowledge, skills, attitudes, experience, and appropriate training. The final statement in the job description was that the director would be immediately responsible to the Principal of South Mountain High School.

With the job description completed, the process of recruiting candidates for the position of Community School Director commenced. Advertisements for the position were sent to the various high schools in the Phoenix Union High School District and to the office of the Southwest Regional Center For Community School Development. Also, an advertisement was placed in the metropolitan Phoenix newspapers as well as in the local community newspapers in south Phoenix. The applicants were requested to submit their credentials to the personnel

office of the Phoenix Union High School District. Following receipt of the applications for employment, transcripts, and placement files, appointments were scheduled for interviews which were to be held at South Mountain High School.

The interview committee which was charged with the responsibility of selecting the Community School Director was an interesting entity. The committee which was formed for the interviewing and selection of the Community School Director was composed of nine people; four school system personnel and five members of the Community School Development Committee. The representatives of the school system were the Assistant Superintendent For Personnel; Federal Programs Director; District Human Relations Consultant; and the high school Principal. The representatives from the community consisted of two agency people; a librarian; and two parents of students who attended South Mountain High School.

The interview committee, besides being composed of a combination of school system personnel and community representatives, also reflected the ethnic and economic cross-section of the community. To each of the candidates which appeared before the committee, the committee members asked a broad range of questions centering mainly around the candidates philosophy of community education, the use of school facilities by the community, and the problems of education in general. Following the one-half hour interviews, the committee met once again in order to reduce the number of applicants to the top three candidates. Once the votes of the committee members were taken, a final candidate was eventually recommended to the school system. After the necessary follow-up procedures conducted by the personnel department of the Phoenix Union High School District, the name of the selected candidate was submitted to the School Board for approval. At the regularly scheduled meeting of the Phoenix Union High School District Board of Education, held on the last day of September 1970, the name of the new Community School Director was approved. The following morning the district personnel office contacted the new director and press releases were sent to the news media announcing the selection by the Board of Education of the person who was to head the pilot community school project in the Phoenix Union High School District.

5. Training of the Community School Director

The Community School Director reported to work at South Mountain High School on the first Monday of October 1970. The first two weeks were spent in familiarizing himself with the school, the faculty and student body, and the community. Besides becoming oriented to the new environment and job, three noteworthy events which were to lead to a smooth implementation of the project were accomplished during this period. One was a meeting of the ESEA Title III Project Manager, the Phoenix Union High School District Federal Programs Director and Evaluator, the Principal of South Mountain High School, and the Community School Director. At this meeting a list of objectives were developed based upon products and processes which the Community School Director was to accomplish by a specified time period. This document proved to be of great importance since it provided a framework for which to go about implementing the community school. The second important event was the introduction of the Community School Director, by the Principal, to the faculty and staff of South Mountain High School. Following the Principal's remarks about the selection of the director and a review of the community school concept which was to be implemented at South Mountain High School, the director had an opportunity to address the faculty and state some of the ideas he had about the community school as well as to request the cooperation and support of the faculty and staff. It should be noted that the faculty had been involved in the

preliminary stages of the community school development when representatives of the Southwest Regional Center For Community School Development were invited to a previous faculty meeting to discuss the community school concept and show the film, "To Touch A Child." The third event was a meeting of the Community School Development Committee at which time the new Community School Director talked about his philosophy of community education while the people were able to state the direction which they desired the community school to take. This meeting was very helpful in that the director received input from the community as well as getting to know the people who were responsible for bringing the Community School to South Mountain High School.

After spending two weeks at South Mountain High School attending these meetings, reading about community education, becoming familiarized with the budget and administrative procedures, and working on the objectives that the Community School Director was to accomplish, the next phase of the training program was to take place. This was the six week internship that the Community School Director attended in Michigan. Since Flint, Michigan was the birthplace of community education and the community school concept had been functioning there for 35 years, this was the first stop on the itinery. The two weeks which the Community School Director spent in Flint were the most beneficial. Part of each day was spent in the classroom listening to lectures about the community school concept. This proved interesting because the history of community education was discussed and an awareness of the philosophy of community education was derived. In the evenings, the trainees were taken to different schools in order to see various community schools in operation as well as to be able to meet Community School Directors and discuss the problems of implementing and running a community school. This process was interesting because actually seeing a community school in operation supported the philosophical and conceptual points which were raised during the days. Following the two weeks in Flint, the group from the Southwest were assigned to a week of workshops in Alma, a week in Alpena, a week in Saginaw and Lansing, and the final week in Denver and at Arizona State University. The last four weeks of the internship had good points and bad, especially the repetition, however, when the six week session concluded, the new Community School Director had received a thorough training in what the community school was and some ideas about how to start one and keep it functioning smoothly.

Returning to Phoenix during the first part of December 1970, the new Community School Director spent a week at the National Community School Education Association's annual convention which was taking place at Del Webb's TowneHouse. This week provided a good experience since the community school directors and others involved in community education from throughout the United States assembled in one place. The diversity of the seminars and group discussions proved interesting and gave the new director additional ideas to take back to South Mountain High School. With the training internship and convention work completed, it was now time for the director of the Community School at South Mountain High School to return to the school and the community in order to put into practice those ideas which had been developed during the previous nine weeks.

6. Community Orientation and Survey of Needs and Wants

Upon returning to work in the middle of December 1970, one of the most pressing problems was to become familiar with the geography of the community in which the school was located and the socio-economic composition of the area. Having come to Phoenix from an-

other state, the Community School Director was largely ignorant of the city in general and the south Phoenix community in particular. Therefore, one of the first things the director did was to ride around the community in his car in order to determine the scope of the area with which he would be working. Secondly, it was of prime importance to determine what the physical and human resources were and who should be contacted in order to ascertain how the community school might be able to play a viable role in the community.

One objective was determined by the Community School Director from the beginning: it would be more judicious to have the people in the community tell the director what they wanted the community school to offer rather than having the director tell the people what he thought they should have. With this in mind, the meetings which the director held with various community organizations, service agencies, etc., and with individual community leaders proved to be very fruitful. After explaining the community school concept and how it might be implemented at South Mountain High School, the director asked those to whom he spoke to offer suggestions and advise regarding the roll which the community school might play in the community. The responses provided enough information in order to create a structure on which to build the beginnings of a community school. With the input from those who attended the Community School Development Committee meeting prior to the director going to Michigan and with the information provided by going out into the community during the four weeks after his return, the Community School would have a representative offering of programs and activities when the school was to begin on February 1st.

One of the points which was raised in Michigan was the necessity of surveying the community prior to starting a community school. Very elaborate survey instruments had been developed by some community schools and discussed during the internship. However, it should be pointed out that each community is different and what will work in one might not work in another. Because of the large geographical area of south Phoenix and because of a history of numerous surveys having been conducted in south Phoenix, the Community School Director determined that a written instrument would prove to be too cumbersome and time consuming. Therefore, it was determined that the personal approach would work better. This would enable the Community School Director to meet a large number of people, either on an individual basis or when speaking before groups. In both instances, the Community School Director received enough information which would be useful in developing a program of courses and activities. Therefore, a written survey was not implemented in the community and the personal approach was used.

In addition to alloting himself four weeks to go out into the community and talk with the people in order to get their ideas, the Community School Director also accomplished other objectives. One was a written instrument which was sent out to the faculty and staff at South Mountain High School as well as to the teachers in the Roosevelt School District, the main feeder district for the high school, asking the personnel for their suggestions and advise in implementing the community school. Also, the student government and various student groups at South Mountain High School were requested to submit recommendations pertaining to what the community school should offer. Therefore, with input from the people in the community, the staffs of South Mountain High School and the Roosevelt School District, and a cross section of the student body, sufficient information was developed to insure a variety and diversity of viewpoints.

Two other factors were also brought into play at this time in orienting the community about the community school and enabling the Community School Director to get a wider

range of community opinion. First, the Community School Development Committee, which was actually a sub-committee of the South Mountain High School Citizens Advisory Council, went out of business once they had accomplished their goal of obtaining the Community School. Since the community school was viewed as a part of South Mountain High School and not something separate and distinct, the Citizens Advisory Council was to function in an advisory capacity to the Community School Director. Seeking their advise, the Community School Director was able to broaden his base of responses as well as to inform the Council of the responses obtained in the community and at the school itself. Secondly, the local community newspapers were very instrumental in assisting the Community School Director at this stage. The editors of the newspapers gave considerable coverage to the new community school, and the director was given the opportunity to write an editorial and provide news items to the papers. As a result of this publicity, large numbers of people became aware of the community school; and many called the school to request classes and activities or else to offer suggestions. What was important was that the community school was becoming something that people were beginning to hear about and that the people themselves had a say in determining what the community school would offer. This is a process which must continue if the community school is to be successful. Thus, with a sufficient input of ideas, suggestions, and advise offered the Community School Director during the four weeks of community orientation and determination of what the people wanted the community school to become, the next step was approaching — the development of specific programs and classes and the formal opening of the community school to the community on February 1st.

7. Program Development For the Community School

Based in large part upon the requests of and suggestions from the residents of the community, a structure of class and activity offerings was developed. During the period that the Community School Director was becoming familiarized with the community and its physical and human resources, he was developing an extensive listing of possible courses and activities which were divided into major subject areas. The structure which was developed prior to the opening of the community school still exists, with minor modifications required by the growth and expansion of the community school. The structure of the program can generally be broken down into the following four major components: Adult Basic Education and G.E.D. Preparation and Testing programs; college and university extension courses; informal general interest courses and activities; and community forums. It is around these four areas that the community school is able to provide in part, for the educational, recreational, occupational, and cultural needs and wants of the people.

ADULT BASIC EDUCATION AND G.E.D. PREPARATION AND TESTING PROGRAMS

The preparation classes are intended for elementary and high school dropouts. Free instruction is provided three nights each week by certificated instructors from the South Mountain High School faculty. In addition, volunteers from education classes at Arizona State University provide individual tutoring. Instruction, on an individual basis, is offered in Reading, Mathematics, English, Science, and Social Studies. Most people in these programs are seeking to pass the examinations for the G.E.D. certificate. The testing component at the community school enables people to stay at the school to take their examinations. These programs are funded by the Phoenix Union High School District and LEAP, the community anti-poverty agency in Phoenix. Approximately 125 people attend the preparation classes each week and people are able to enter the program at any time throughout the year and finish whenever they pass the five examinations.

COLLEGE AND UNIVERSITY EXTENSION COURSES

Because of the relative geographical isolation of the south Phoenix community from the heart of the city, the people from the community were desirous of having college and university extension courses offered at the school. Since the school facilities were intended to be used by the people, arrangements were made with Maricopa Technical College, Phoenix College, and Arizona State University to provide extension courses at the community school. By offering such courses at the community, the people who were interested in pursuing college and university work were able to save themselves a time consuming drive across town with the inherent traffic and parking problems. With the addition of this component, people were able to drive five or ten minutes from their homes to the community school and have available parking. Most of the people attending these courses are working people who are glad to have dinner at home and then take a short ride to the school. In addition, some of the people enrolled in the college extension courses are high school students who are able to enroll under the "able and ambitious" clause of the community colleges. Starting with five classes in February 1971, this program has developed into the approximately forty courses scheduled for the fall session of 1972. The people who attended Maricopa Technical College courses are able to get vocational and occupational training; those attending Phoenix College courses take liberal arts; and Arizona State University offers upper division and graduate level courses. Based upon the successful growth of this aspect of the total community school program, a long range goal is to have a community college established in south Phoenix.

INFORMAL GENERAL INTEREST COURSES AND ACTIVITIES

From the beginning of the community school, this component has been the heart of the community school program. Classes and activities are offered in the following major subject areas: Arts and Crafts; Business and Office Education; Clothing and Needlework; Dance and Music; Foods and Cooking; Home and Car Maintenance and Improvement; Occupational Skills; Language and Reading; Personal Appearance and Health Education; Sports and Physical Fitness; and Recreation and Special Interest. Within these major subject areas, between three and ten different courses and activities are offered each session. Sessions of these informal general interest courses are based upon an eight-week cycle in which five sessions are offered each year plus a four week pre-Christmas mini-session. By offering a wide variety of these classes and activities, ranging from English As A Second Language to Lost Wax Jewelry Casting, people have many options from which to choose while at the same time being able to meet the particular needs and wants that they have. The classes and activities in this component fluctuate in that new ones are offered each session, based upon the request of the people. During the spring session of 1972, approximately 1500 people were enrolled each week in these types of classes and activities.

COMMUNITY FORUM

The community school serves as the focal point for community meetings and discussions. In addition to the monthly meetings of the South Mountain High School Citizens Advisory Council and Boosters Club, organizations involved in fostering community pride, cohesiveness, and improvement also hold meetings at the community school. Groups such as the South of the Salt Planning Association, an organization devoted to community planning and orderly development, hold a monthly meeting at the school. The South Phoenix Festival of the Arts, a group involved in promoting the visual and performing arts in south Phoenix, also meet at the school. The LEAP Commission, made up of representatives from the various neighbor-

hood councils, is another organization that has meetings at the school. By having a central location to meet and having access to all of the school facilities and equipment, various groups from the community are made to feel welcome at the school that serves their community.

The four major components of the community school seem to satisfy the people of the community. The one area which remains to be exploited is the addition of high school credit courses in the late afternoon and evening for those high school students who are able to work during the day as well as for previous high school dropouts who were unable to function in the traditional day school program. While approximately 90 per cent of the people who attend the community school are residents of south Phoenix, the other 10 per cent come from other parts of the city as well as from nearby cities and towns. The people who come to the community school come for many and varied reasons, but one thing that they receive when they come is quality instruction at low cost within a relaxed atmosphere where people are made to feel comfortable. It is around this premise that the community school operates and this is reflected in the continued growth of the community school by the people who attend the various classes and activities.

8. Financing the Community School

Probably the most significant reason why the community school concept has not grown as rapidly as it might have, has been the problem of finances. Although the community school concept has been adopted by a growing number of school districts in Arizona as well as throughout the United States, each community school, depending upon the school district, is financed in different ways. Some community school programs are entirely funded by the individual school districts; others use Model Cities monies; some use Title I monies; and others are joint city-school district operations. The community school at South Mountain High School receives the major portion of its funding through the ESEA Title III. Once additional sources of funding become available, the additional growth of community schools will take place. In some states where legislation has been passed, i.e., Utah, Florida, and Michigan, there has been a rapid growth of community schools. At the national level, Sen. Church of Idaho has introduced legislation which, if passed, would help finance community school development throughout the United States. In short, the problem of finances poses the most serious obstacle to the implementation of the community school concept by individual school districts.

The Community school at South Mountain High School derives its funds from four primary sources:

ESEA TITLE III

The monies made available to the Phoenix Union High School District through ESEA Title III provide the main source of funding for the operation of the community school. The funding period under ESEA Title III is for three years. Upon the termination of the grant period, it is hoped that the school district will take over the entire funding of the project. During the 1970-71 school year, the ESEA Title III grant came to $29,639; during the 1971-72 school year, the grant was for $37,750; and for the final year, 1972-73, the grant is for $36,150. The monies received from ESEA Title III are divided into the following categories: evaluation, directors salary, secretarys salary, travel, salaries for teachers and aides, instructional supplies, instructional rentals, custodial services, and fixed charges.

CHARLES STEWART MOTT FOUNDATION

The Charles Stewart Mott Foundation has been the benefactor of many community schools in the United States. The money in the foundation comes from the resources of Charles Stewart Mott, referred to as the father of community education. It was this man who sold the Flint, Michigan, School Board on the wisdom of opening the schools to the people; and to support his commitment, he largely financed the development of community schools in Michigan. The Mott Foundation has created ten regional centers located at major universities throughout the United States in order to foster the growth of community schools. It was the center at Arizona State University that played such an important role in the development of the community school at South Mountain High School. Through the regional centers, the Mott Foundation provides seed money to individual school districts which show a commitment to develop a program of community education. The Phoenix Union High School District has been the recipient of funds for this purpose. In 1970-71, the Mott Foundation granted $4000 for the development of the community school program at South Mountain High School; in 1971-72, the grant was for $3000; and for the final year, 1972-73, the grant is for $1000. This seed money has certain stipulations attached to its use. However, the funds can be used for nearly any purpose, as long as community education is being developed and promoted.

PHOENIX UNION HIGH SCHOOL DISTRICT

The Phoenix Union High School District also contributes funds for the operation of the community school program at South Mountain High School. Without such a commitment from the school district, the Mott Foundation monies would not have been available; and the ESEA Title III funds, most likely, would not have been provided. Therefore, the local school district plays a pivotal role in the development of a community school. In 1970-71, the Phoenix Union High School District contributed approximately $3300; in 1971-72, the contribution increased to approximately $4100; and for the 1972-73 school year, the contribution is for $4000. Most of this money is spent for salaries, repair of equipment, and fixed charges. While these monies have been formally budgeted, other costs are not visible. Some of these deal with the increased usage of the school facilities, i.e., additional lighting, greater cooling and heating bills, weekend custodial services, increased work load on custodians, and other functions related to the operation of the school on a 15 hour daily basis. It has been estimated that the "hidden costs" amount to at least $5000 per year based on the twelve month operation of the school plant plus operation for late afternoon, evening, and some weekend sessions.

CLASS FEES

The fourth source of funding is the fees which are collected in certain classes and activities. While approximately one half of the community school offerings are provided free of charge, the others require fees to pay for teachers salaries and expendable supplies used in the course. The basic fee is 25c per hour of instruction. By implementing a minimal fee structure, the offerings of the community school are able to be greatly expanded, thus providing more courses and activities from which the people can choose. Approximately $6000 in fees were collected during the school year with all money being placed back into the program. In cases where people are unable to pay the fee, it is waived. The fees make approximately 25 per cent of the courses self-supporting and also helps to pay for those classes which do not have large enrollments. Since the community school began, no one has raised objection to the fees and many people have stated that they are too low for what the person has received from the class.

The community school program at South Mountain High School is presently entering its third year of operation. This means that the funds from ESEA Title III and the Mott Foundation will terminate at the end of August 1973. It is anticipated that the Phoenix Union High School District will then take over the funding of the project. Evidence of the commitment of the Phoenix Union High School District has been its support over the past three years as well as its independent funding of a second community school in the district which will open in the fall of 1972. The community school at South Mountain High School has been very fortunate in having sufficient funds with which to develop its program. While the problem of financing community schools remains the single largest obstacle to overcome before all schools can be designated as community schools, it should be pointed out that the size of the community school program is directly influenced by the availability of funds. Modest community school programs can be implemented with a minimum amount of money while providing an opportunity for the people of the community to use their school for various programs and activities.

9. Evaluating the Community School

The process for evaluating the overall operation of the community school is accomplished on a formal as well as an informal basis. Prior to the beginning of each fall session, a list of goals and objectives are developed which are to be fulfilled and evaluated on a year-around basis. It is mainly around these objectives that the formal evaluation procedure is carried out.

FORMAL EVALUATION

There are four individuals representing different agencies who are basically responsible for carrying out the on-going evaluation of the community school. At the present time, the Phoenix Union High School District Federal Programs Director, in lieu of a system-wide non-Title I evaluator, is responsible for the internal evaluation of the project. Together with the Community School Director, the Federal Programs Director develops a list of objectives which are to be met by the end of the school year. The Federal Programs Director is also responsible for the development of measurement instruments which are used in the evaluation process. These instruments are, on a semi-annual basis, sent to three different groups: the faculties of South Mountain High School and the Community School; participants in the community school program; and a representative sampling of residents of the community. These instruments are based upon the objectives of the community school and reflect the information which is deemed necessary for program evolution and advancement. The results of the measurement instruments are collated by the Federal Programs Director and provide a useful source of information for future program development. In addition to the Federal Programs Director, the Principal of South Mountain High School is involved in the evaluation of the Community School Director and the operation of the community school program by means of visiting classes and talking on an informal basis with the participants as well as the Community School Director.

The two non-school district personnel who are involved in the evaluation procedure are the ESEA Title III Project Manager and the project External Auditor. The ESEA Title III Project Manager visits the communuity school approximately once each month, either during the day or while classes are in session in the evening. His main function is to see that the project is running efficiently and to offer suggestions for possible additions to the program. At

the conclusion of each visit, a written report is submitted based upon his findings during the visit. The project External Auditor makes three audit visits to the school each year. His main function is to monitor the project objectives and to determine if they are being satisfactorily carried out. The External Auditor is a representative from an independent organization, and his services are contracted on a yearly basis. Following each of the three audit visits spread throughout the year, a written report is filed with the Phoenix Union High School District and the ESEA Title III office.

INFORMAL EVALUATION

The informal evaluation process is mainly conducted by the Community School Director. This involves the visiting of all classes and activities on a daily basis, in order to make sure that the course objectives are being met. Visiting the classes enables the Community School Director to speak with the instructors and participants. This enables the director to hear any criticisms or suggestions for program modification on an informal basis. This informal evaluation is also done in the community by having the Community School Director attend meetings, in order to further ascertain whether the community school is accomplishing what the people want the community school to provide. By going into the classes and attending community meetings, the Community School Director is able to get to know the people on a personal basis while showing that the community school is receptive to making those modifications which might occasionally be necessary.

10. Community School Staffing and Personnel

Since the inception of the community school, there have been two full-time staff people: the Community School Director and a secretary The remainder of the staff are mainly part-time personnel. The teaching staff during the regular school year consists of approximately ninety people. Some of the instructors are employed by the Adult Basic Education Division of the Phoenix Union High School District; others, provided by Maricopa Technical College, Phoenix College, and Arizona State University, are responsible for teaching the college and university extension courses. A third segment of teachers are hired by and are directly responsible to the community school. Suffice it to say that the A.B.E. and G.E.D. teachers and the college and university instructors are employed by their respective institutions, however, all teach under the umbrella provided by the community school. The third group of instructors and supplementary personnel provide for the instruction and leadership of the approximately fifty general interest courses and activities which are offered each session.

The community school instructors are divided into three general categories. The first group represents certificated instructors, mainly from South Mountain High School and some from the Roosevelt School District. These people teach as well as provide direction in classes ranging from arts and crafts to sports and physical fitness. Two reasons why approximately one-third of the community school staff is comprised of certificated teachers, is that in certain classes they must have the expertise to operate sophisticated shop machinery as well as to provide instruction in the more fundamental academic areas. Also, we feel that it is wise to have South Mountain High School teachers working in the evening, in order that they come into contact with the parents of the high school students who might attend the classes in the evenings. Most high school teachers who are approached to teach in the community school are willing to do so. In this context, it should be noted that the overwhelming majority of the faculty and staff of the high school have given their complete cooperation to the community

school, either by teaching in the evening or by distributing flyers to their students informing them of community school activities. Some teachers return at night as students to pursue classes in the community school alongside students whom they teach in the day session. Those teachers who teach at the community school are paid directly by the community school program.

The second group of instructors are referred to as agency people. These people are designated by various agencies throughout the city to teach at the community school. The original request for instructors may eminate from the people of the community to the Community School Director to an agency. The agency instructors are not paid by the community school, but are either paid by the agency they represent or else receive compensatory time for providing their service. By bringing in agency people, the community school is able to provide the course or activity at no cost to the people while being able to provide for topics in which professional teachers might have little or no training. By utilizing agency personnel, the community school is also able to expand its offerings at no cost to the community school program. Most agencies or organizations are very willing to assist in the community school, and one telephone call is all that it usually takes to establish a course or activity. Some of the agencies which have participated in the community school program have been the Phoenix Police Department, the Phoenix Parks and Recreation Department, the Arizona State Tax Commission, the University of Arizona Cooperative Extension Service, the U.S. Internal Revenue Service, and the U.S. Small Business Administration. In addition, such organizations as the 4-H, the Boy Scouts, the YMCA, the American Red Cross and the Arizona Respiratory and Tuberculosis Disease Association also provide personnel to conduct classes and activities.

The third group of instructors is comprised of residents from the community. They are able to teach certain topics or have a special ability to get along with teenagers and adults. Some of the instructors in this group are high school graduates while others have some college training. However, formal education is not the main criterion. These people, while living in the community, are interested in the well-being of the school, since oftentimes they either have had or do have their children attending the high school. These people, unless they volunteer, are paid as part-time employees of the school and are expected to carry out their responsibilities in a professional manner. Instructors in this category have taught such classes as English As A Second Language, Beginning Conversational Spanish, Wig Grooming and Styling, Oil Painting, and Cabinetmaking. In one instance, a South Mountain High School student who won first prize in the State Fair was employed to teach watercolor painting at the community school The community residents who teach at the community school are very enthusiastic, and it is largely through their efforts that all classes which have ever been taught by a representative from the community always had a sufficient enrollment to warrant their continuation.

A fourth group of people who are involved in the operation of the community school are the supplementary personnel. Each semester, education classes at Arizona State University provide volunteers who teach in the G.E.D. preparation program as well as in other classes where their services might be utilized. In addition, the Education Administration Department of the College of Education at Arizona State University also provides one administrative intern each semester who is responsible to the Community School Director and who assists the director in the daily operation of the community school. Another person who assists the director is the community school aide. His main responsibility is to take care of the coffee break, to assist in class registration and showing people to the classes, and to help pre-

vent any anti-social activities which might take place on campus while people are in the classes and activities, i.e., noise, car break-ins, etc. The community school aide is usually a South Mountain High School graduate who is attending college and is able to work part-time in the evenings. The Child Care Center which is operated by the community school for the convenience of parents attending the school is staffed by six high school students who are paid on an hourly basis and who supervise and maintain the center. On some nights, approximately 40 children are present in the center; and the students maintain order while teaching reading, playing games, showing movies, changing diapers, etc. The Child Care Center is an important feature of the community school in that it provides a service, free of charge, to the parents who attend the community school. Without the center, it is probable that many people would not be able to attend the school since their ability to find and/or pay for a baby-sitter might be difficult. The parents are glad to have this service provided for them and the high school students who operate the center receive a meaningful experience. Other vital members of the community school supplementary personnel group are the custodians who perform a vital function. They open and close classrooms each session, as well as assist people in locating their classes at the beginning of each new session. Without their support and involvement, the community school program could not operate efficiently. In addition, certain custodians are on call to work on weekends when the community school provides some type of activity.

Each group involved in the operation of the community school make a contribution and when all people are doing their jobs in a competent and professional manner, the community school operates effectively. It is around this fact that the need for organization and pre-planning on a daily basis is imperative. The better organized the community school is, the better it functions. By getting the best available people to work at the community school, problems are avoided and the people return from one session to another largely because of the quality instruction which was offered and the enthusiasm shown by the community school personnel.

11. Publicity and the Community School

The success of the community school program, like any public service endeavor, depends heavily upon the dissemination of information about the program in order that people become aware of what opportunities are available. Prior to the actual opening of the community school, the Community School Director visited the editors of the three community newspapers, in order to inform them of the project and to solicit their ideas regarding community needs and wants that might be provided by the community school. Since the community school was intended to serve the people of the south Phoenix community as opposed to the metropolitan Phoenix area, it was determined that the major source of publicity regarding the community school should be made in the community newspapers rather than in the metropolitan dailies. In addition to the newspapers, other means of dissemination are utilized so that the largest number of people possible are made aware of the courses and activities available at the community school.

NEWSPAPERS

The main emphasis in disseminating information about the community school is done by advertising in the three community newspapers. Prior to the beginning of each session, the community school places an advertisement of upcoming classes and activities which will be offered. One of the three newspapers is delivered to approximately 15,000 homes, free of

charge. Another newspaper is delivered to approximately 6000 homes, free of charge; and the third newspaper sells on a subscription basis. In addition to the advertisements, news releases are sent on a regular basis to each paper as well as to the metropolitan dailies. Also the newspapers have sent writers to the community school to take pictures and write feature stories. Since the three newspapers deal mainly with community news and represent three different editorial points of view, a large cross-section of the community is made aware of the community school offerings via these media. The editors of the three newspapers have been very cooperative to the Community School Director by including news stories and this serves as a major source of dissemination about the activities of the community school.

RADIO AND TELEVISION

Although there are no radio stations that serve only south Phoenix, the community school is mainly interested in one station which has a large listening audience in south Phoenix. This is the Spanish-speaking radio station. Since south Phoenix has a large number of Spanish-speaking people who listen to this station, the Community School Director and various teachers go on the air at the beginning of each session to publicize specific classes and to invite the people to come to the community school. In addition, public service announcements are occasionally made on other radio stations. As for television, the CBS affiliate in Phoenix has run a news item on the community school and the ABC affiliate has presented a program regarding the development of the community school concept in the Phoenix Union High School District. In addition, the Afro-Jazz Dance class and the Mexican Folk Dance class have appeared on the non-network affiliated television station in Phoenix and on the ETV station at Arizona State University.

BROCHURES, FLYERS, AND NEWSLETTERS

Prior to the beginning of each session, the community school has printed 5,000 class and activity schedules. These are distributed to the student body and sent out to people and organizations, using an extensive mailing list developed by the community school. Additional flyers are distributed to the area supervisor of LEAP who, in turn, sends copies to the five neighborhood councils in south Phoenix. The flyers, in many instances, are posted on various walls throughout the city and people from outside the community are made aware of the offerings at the community school. In addition, about four times a year, the Community School Director writes a newsletter which gives information about the development of the community school. It, too, is intended to keep people informed about the community school. Also, besides keeping the faculty, staff, and student body at South Mountain High School informed about the community school, the Phoenix Union High School District publishes a weekly staff newsletter in which the community school occasionally publishes information for the use of the school system personnel.

The need for the adequate dissemination of information is important in order to keep people aware of what is going on at the community school. It is very important to keep the dissemination activities on an on-going basis and not just at the beginning of each new session. However, it has become evident that since the community school began, the best source of publicity about the community school program has not been through the media, but by people who have been to the community school telling other people about the school. We feel that a satisfied patron is the best means of dissemination and the reason why the community school continues to grow in enrollment from one session to another.

12. What the Community School Can Accomplish

One point regarding the community school must be kept in mind. That is, people come to the school because they want to and not because they have to. Therefore, the community school has an obligation to provide quality instruction in a friendly and hospitable environment. In this context, two of the most significant changes which have occurred since the beginning of the project have been the year around use of the school facilities and the concomitant increase in the number of people who are attending activities at the community school. The people who come to the school come for many and varied reasons based upon what their needs are, but most come because of the location of the school and because they want to learn or participate in some activity. This means a broader community knowledge about and involvement in the school which leads to a greater identity and pride in the school which serves their community.

A number of adults who attend the community school are parents of students presently enrolled in the regular day session or who will be attending the school in the future. It is hoped that the attendance of parents will help develop more understanding of the role of the school by both themselves and their children. In addition, more people are realizing that education can improve their lives and that the school is a positive means for attaining this improvement. This is observed in that some people have become employed, received high school equivalency certificates, learned how to speak English or read, as a result of having enrolled in community school programs. These are some of the positive results which the school can provide to the people. Therefore, the school benefits by the involvement of the people as do the people by their participation in the school. Besides the benefits accruing to the people by their participation in the community school and the improved image of the school in the community, the taxpayers are also getting a bargain. The multi-million dollar facilities are being used, instead of standing apart as an island onto which students go in the morning and return to the mainland in the afternoons. More people are beginning to realize that the community school is really their school and that its function is to serve the people of the community. In this context, the community school can be a major catalyst for bringing about positive change in people's lives and in the community.

STUART KAMMERMAN
Community School Director
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